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ABSTRACT

This guide to Delaware social studies standards for grades 6-8 is intended to help and support local school districts in their development of a standards-based curriculum. The guide cites four civics standards, providing end of cluster expectations (listing areas which will serve as the basis for student assessment) and performance indicators for several topics, according to grade level. It repeats this format for four geography standards, four economics standards, and four history standards. The guide's state standards, benchmarks, and performance indicators comprise a framework designed to identify themes, skills, and knowledge that the students of Delaware are expected to know in each of the four disciplines of the social studies. Each of the standards emphasizes a process of reasoning and skill development that requires schools to develop course content. The guide also contains a glossary of social studies terms. (BT)

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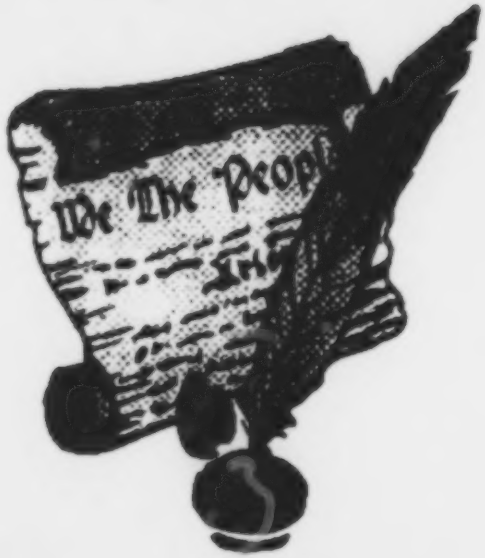
ED 464 868

SOCIAL STUDIES

STANDARDS

END OF GRADE CLUSTER BENCHMARKS

PERFORMANCE INDICATORS



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Grades 6-8

SO 033 810

V. Woodruff

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Topical Pathways
Grades 6-8 Social Studies

	CIVICS	ECONOMICS	GEOGRAPHY	HISTORY
6	Government Politics Citizenship Participation	Microeconomics Macroeconomics Economic Systems International Trade	Maps Environment Places Regions	Chronology Analysis Interpretation Content: • Ancient world history
7	Government Politics Citizenship Participation	Microeconomics Macroeconomics Economic Systems International Trade	Maps Environment Places Regions	Chronology Analysis Interpretation Content: • Medieval world history
8	Government Politics Citizenship Participation	Microeconomics Macroeconomics Economic Systems International Trade	Maps Environment Places Regions	Chronology Analysis Interpretation Content: • Pre-industrial U.S. and Delaware history

CIVICS Standard One: Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy.

End of Cluster Expectations

By the end of grade 8 students will be able to:

- understand that governments have the power to make and enforce laws and regulations, levy taxes, conduct foreign policy, and make war.
- analyze the different functions of federal, state, and local governments in the United States and examine the reasons for the different organizational structures each level of government employs.

The areas listed above will serve as the basis for Social Studies assessment items in the Delaware Student Testing Program.

Performance Indicators
Topic: Government

Grade Six	Grade Seven	Grade Eight
Students will be able to: 6.401 list and describe several forms of governments in different times and places (e.g., Presidential, Parliamentary, Authoritarian, Monarchy, Communist) 6.402 list and define the major powers of governments (e.g., make and enforce laws and regulations, levy taxes, conduct foreign policy, and make war).	Students will be able to: **7.401** compare and contrast various organizational structures of government. **7.402** describe the major powers of governments (e.g., make and enforce laws and regulations, levy taxes, conduct foreign policy, and make war). **7.403** distinguish among the powers of local, state, and federal governments	Students will be able to: 8.401 differentiate between the functions of federal, state and local governments in the United States. (e.g., declare war, regulate interstate commerce, license autos and marriages, and regulate zoning) 8.402 explain the purpose for the different organizational structures of each level of government. (e.g., separation of powers, checks & balances, oversight, effective administration) 8.403 explain the advantages and disadvantages of democratic systems of government.

CIVICS Standard Two: Students will understand the principles and ideals underlying the American political system.

End of Cluster Expectations

By the end of grade 8 students will be able to:

- understand that the concept of majority rule does not mean that the rights of minorities may be disregarded and will examine and apply the protections accorded those minorities in the American political system.
- understand the principles and content of major American state papers such as the Declaration of Independence; United States Constitution (including the Bill of Rights); and the Federalists Papers.

The areas listed above will serve as the basis for Social Studies assessment items in the Delaware Student Testing Program.

Performance Indicators
Topic: Politics

Grade Six	Grade Seven	Grade Eight
Students will be able to: 6.403 provide examples of human rights. 6.404 describe alternative means of conflict management (e.g., negotiation, mediation, arbitration, and litigation) 6.405 explain the concept of minority rights within a society where the majority rules	Students will be able to: 7.404 explain the necessity for human rights to be protected by law. 7.405 give examples of minority rights within a society where the majority rules. 7.406 explain the advantages and disadvantages of various means of conflict management.	Students will be able to: 8.404 explain the principles and content of the Declaration of Independence, the United States Constitution (including the Bill of Rights), and the Federalist Papers. 8.405 explain why the amendments to the United States Constitution are necessary to protect the rights of all citizens in a society based on majority rule. 8.406 explain the basic principles of the juvenile justice system. 8.407 describe the major differences between the due process rights of juveniles and adults (e.g., no right to a trial by jury, emphasis on rehabilitation, confidentiality). 8.408 describe the discrepancies between American ideals and the realities of American social and political life (e.g., the ideal of equal opportunity and the reality of unfair discrimination).

CIVICS Standard Three: Students will understand the responsibilities, rights, and privileges of United States citizens.

End of Cluster Expectations

By the end of grade 8 students will be able to:

- understand that civil rights secure political freedom while property rights secure economic freedom and that both are essential protections for United States citizens.
- understand that American citizenship includes responsibilities such as voting, jury duty, obeying the law, service in the armed forces when required, and public service.

The areas listed above will serve as the basis for Social Studies assessment items in the Delaware Student Testing Program.

Performance Indicators
Topic: Citizenship

Grade Six	Grade Seven	Grade Eight
Students will be able to: 6.406 distinguish between civil and property rights. 6.407 provide examples of civil rights and property rights.	Students will be able to: 7.407 provide examples of political freedom and economic freedom. 7.408 evaluate various positions on contemporary issues	Students will be able to: 8.409 describe the various ways one can become a citizen of the U.S. 8.410 explain how civil rights guarantee political freedom for United States citizens. 8.411 explain how property rights guarantee economic freedom for United States citizens. 8.412 tell why civil rights and property rights are protected in the United States. 8.413 describe various responsibilities and privileges that come with United States citizenship. 8.414 explain what is meant by the "Scope and Limits" of a right. 8.415 take, evaluate and defend positions on contemporary issues.

CIVICS Standard Four: Students will develop and employ the civic skills necessary for effective, participatory citizenship.

End of Cluster Expectations

By the end of grade 8 students will be able to:

- follow the actions of elected officials, and understand and employ the mechanisms for communicating with them while in office.

The areas listed above will serve as the basis for Social Studies assessment items in the Delaware Student Testing Program.

Performance Indicators
Topic: Participation

Grade Six	Grade Seven	Grade Eight
Students will be able to: 6.408 list ways to communicate with elected officials. 6.409 name sources of information used to follow the political actions of elected officials.	Students will be able to: 7.409 describe the mechanisms through which citizens communicate issues to elected officials. 7.410 name sources of information used to follow the political actions of elected officials.	Students will be able to: 8.416 utilize various mechanisms to communicate with elected officials. 8.417 select and use sources of information to follow the political actions of elected officials.

ECONOMICS Standard One: Students will analyze the potential costs and benefits of personal economic choices in a market economy.

End of Cluster Expectations

By the end of grade 8 students will be able to:

- analyze how changes in technology, costs, and demand interact in competitive markets to determine or change the price of goods and services.

The areas listed above will serve as the basis for Social Studies assessment items in the Delaware Student Testing Program.

Performance Indicators
Topic: Microeconomics

Grade Six	Grade Seven	Grade Eight
Students will be able to: 6.410 explain how a change in income, taste preference, price of other goods (substitutes and complements) and number of buyers affects demand. 6.411 explain how a change in producers' costs such as factors of production (land, labor, capital) technology, natural disasters and number of suppliers affects supply. 6.412 distinguish between production costs and selling price.	Students will be able to: 7.411 illustrate a change in demand for a good or a service with a graph. 7.412 illustrate a change in supply of a good or a service with a graph. 7.413 explain how market prices are determined by the interaction of supply and demand. 7.414 explain how changes in supply and/or demand affect prices and quantity exchanged. 7.415 explain how the market system responds to shortages and surpluses.	Students will be able to: 8.418 explain how sellers compete on the basis of price, product quality, customer service, product design and variety, and advertising. 8.419 explain how competition among buyers of a product results in higher product prices. 8.420 explain how technology impacts consumers and producers in a market economy. 8.421 analyze a situation where the price and quantity of a good or service was altered by a change in supply or demand.

ECONOMICS Standard Two: Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy.

End of Cluster Expectations

By the end of grade 8 students will be able to:

- analyze the role of money and banking in the economy, and the ways in which government taxes and spending affect the functioning of market economies.

The areas listed above will serve as the basis for Social Studies assessment items in the Delaware Student Testing Program.

Performance Indicators
Topic: Macroeconomics

Grade Six	Grade Seven	Grade Eight
Students will be able to: 6.413 identify the roles of money in an economy (medium of exchange, store of value, standard of value). 6.414 provide examples of different types of taxes. 6.415 explain how money is used to purchase goods and services by households and by businesses to pay for productive resources (natural, human, capital). 6.416 define inflation as an increase in most prices; deflation as a decrease in most prices.	Students will be able to: 7.416 identify the role(s) of federal reserve and commercial banks in an economy. 7.417 explain how a change in interest rates affects borrowers and savers. 7.418 describe the effect of inflation on consumer spending. 7.419 state purposes for which taxes are collected such as public goods and services, government programs.	Students will be able to: 8.422 explain how the roles of households, businesses, and government in a market economy are interrelated. 8.423 explain the services banking provides for households, businesses, and government. 8.424 explain the effects that government taxes and spending have on a market economy. 8.425 explain the impact of inflation on various groups of people such as those with fixed income, savers, and borrowers.

ECONOMICS Standard Three: Students will understand different types of economic systems and how they change.

End of Cluster Expectations

By the end of grade 8 students will be able to:

- demonstrate the ways in which the means of production, distribution, and exchange in different economic systems have a relationship to cultural values, resources, and technologies.

The areas listed above will serve as the basis for Social Studies assessment items in the Delaware Student Testing Program.

Performance Indicators
Topic: Economic Systems

Grade Six	Grade Seven	Grade Eight
Students will be able to: 6.417 explain the three basic economic questions (what, how, and for whom). 6.418 describe what, how, and for whom goods and services are produced in various economies. 6.419 describe how cultural differences can influence how the three basic economic questions are answered.	Students will be able to: 7.420 examine a given economy and describe how cultural values, resources, and technologies influence production, distribution, and exchange. 7.421 analyze how goods and services and resources are distributed within different economies. 7.422 describe how access to resources and changing technologies influences how the three basic economic questions are answered.	Students will be able to: 8.426 compare and contrast different economies and describe how cultural values, resources, and technologies influence production, distribution, and exchange.

ECONOMICS Standard Four: Students will examine the patterns and results of international trade.

End of Cluster Expectations

By the end of grade 8 students will be able to:

- examine how nations with different economic systems specialize and become interdependent through trade and how government policies allow either free or restricted trade.

The areas listed above will serve as the basis for Social Studies assessment items in the Delaware Student Testing Program.

Performance Indicators
Topic: International Trade

Grade Six	Grade Seven	Grade Eight
Students will be able to: 6.420 explain why countries would choose to trade with other countries. 6.421 explain why a country might choose not to trade with other countries. 6.422 describe government policies which encourage (free trade agreements) or discourage (tariffs, embargoes, subsidies, standards) international trade.	Students will be able to: 7.423 explain why and give examples of how international trade encourages economic specialization. 7.424 explain and give an example of how international trade creates interdependence. 7.425 explain how government policies promote or restrict international trade.	Students will be able to: 8.427 evaluate the impact of government policies in promoting or restricting international trade on workers, producers, consumers, and government.

GEOGRAPHY Standard One: Students will develop a personal geographic framework, or "mental map," and understand the uses of maps and other geo-graphics.

End of Cluster Expectations

By the end of grade 8 students will be able to:

- demonstrate mental maps of the world and its sub-regions which include the relative location and characteristics of major physical features, political divisions, and human settlements.

The areas listed above will serve as the basis for Social Studies assessment items in the Delaware Student Testing Program.

Performance Indicators
Topic: Maps

Grade Six	Grade Seven	Grade Eight
Students will be able to: 6.423 construct from memory a sketch map of that part of the world studied by the district/school sixth grade curriculum that places in the correct location relative to each other the major physical features (e.g. continents, oceans, major mountain ranges, significant deserts and river systems) and important human features (e.g. major cities of the area studied, significant countries and sub-regions, Prime Meridian, Equator, Tropics, and Polar parallels). 6.424 associate major resources with specific geographic areas studied (e.g. petroleum, rainforests, gold deposits). 6.425 interpret various types of maps (topographic, navigational, thematic). 6.426 select the appropriate map to acquire and report needed information (e.g. resource, climate, vegetation, elevation, population). 6.427 explain how size, shape, distance and direction vary with different map projections.	Students will be able to: 7.426 construct from memory a sketch map of that part of the world studied by the district/school seventh grade curriculum that places in the correct location relative to each other the major physical features (e.g. continents, oceans, major mountain ranges, significant deserts and river systems) and important human features (e.g. major cities of the area studies, significant countries and sub-regions, Prime Meridian, Equator, Tropics, and Polar parallels). 7.427 associate major resources with specific geographic areas studied (e.g. petroleum, rainforests, gold deposits). 7.428 analyze regional differences based on thematic maps, air photos, and satellite images. 7.429 use cartograms and population pyramids to gain information about a region's population.	Students will be able to: 8.428 construct from memory a sketch map of the world that places in the correct location relative to each other the major physical features (e.g. continents, oceans, major mountain ranges, significant deserts and river systems) and important human features (e.g. major cities of the area studied, significant countries and sub-regions, Prime Meridian, Equator, Tropics, and Polar parallels). 8.429 associate major resources with specific geographic regions of the world. 8.430 use various geographics including climographs to gather, interpret, and apply geographic information to solve problems. 8.431 describe the uses of GPS (Global Positioning System) and GIS (Geographic Information Systems) locational technology.

GEOGRAPHY Standard Two: Students will develop a knowledge of the ways humans modify and respond to the natural environment.

End of Cluster Expectations

By the end of grade 8 students will be able to:

- apply a knowledge of the major processes shaping natural environments to understand how different peoples have changed and been affected by, physical environments in the world's sub-regions.

The areas listed above will serve as the basis for Social Studies assessment items in the Delaware Student Testing Program.

Performance Indicators
Topic: Environment

Grade Six	Grade Seven	Grade Eight
Students will be able to: 6.428 demonstrate an understanding of plate tectonics, volcanism, earthquakes and the causes of natural disasters. 6.429 explain how forces such as plate tectonics, volcanism, earthquakes, storms and floods affect human activity. 6.430 explain how humans contribute to natural disasters. 6.431 explain the ways humans perceive and respond to natural disasters.	Students will be able to: 7.430 demonstrate an understanding of the circulation patterns of water in the oceans, atmosphere, on the surface, and below ground. 7.431 explain how human activity is affected by water circulation patterns. 7.432 explain how human activity (water pollution, overuse, development) affects the water cycle and water quality.	Students will be able to: 8.432 demonstrate understanding of the major processes that produce distinctive patterns of landforms, climate, and vegetation across the world. 8.433 explain how human activity is affected by differences of landforms, vegetation and climate. 8.434 explain how humans can make modifications to physical systems (e.g. global warming, deforestation, desertification).

GEOGRAPHY Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places.

End of Cluster Expectations

By the end of grade 8 students will be able to:

- identify and explain the major cultural patterns of human activity in the world's sub-regions.

The areas listed above will serve as the basis for Social Studies assessment items in the Delaware Student Testing Program.

Performance Indicators
Topic: Places

Grade Six	Grade Seven	Grade Eight
Students will be able to: 6.432 use the concepts of site and situation to explain distinctive characteristics of a place. 6.433 identify the unique cultural characteristics which distinguish a given place. 6.434 identify reasons for past and present immigration patterns (push/pull factors). 6.435 demonstrate the ways in which people spread culture, ideas, and information.	Students will be able to: 7.433 use the concept of cultural hearth to identify the place of origin of the world's cultures. 7.434 demonstrate how a specific group of people spread culture from place to place. 7.435 use demographic information expressed in various ways (population pyramids, thematic maps, tables and charts) to understand the nature of a place.	Students will be able to: 8.435 identify the different areas of the world where major religions, languages and political systems are found. 8.436 demonstrate an understanding of the process that causes culture to spread from its origin to other places. 8.437 use the concept of core and periphery to demonstrate that the influence of a culture decreases with distance from the cultural hearth or center (e.g. Mecca as the center of Islam).

GEOGRAPHY Standard Four: Students will develop an understanding of the character and use of regions and the connections between and among them.

End of Cluster Expectations

By the end of grade 8 students will be able to:

- understand the processes affecting the location of economic activities in different world regions.
- explain how conflict and cooperation among people contributes to the division of the Earth's surface into distinctive cultural regions and political territories.

The areas listed above will serve as the basis for Social Studies assessment items in the Delaware Student Testing Program.

Performance Indicators
Topic: Regions

Grade Six	Grade Seven	Grade Eight
Students will be able to: 6.436 identify factors that affect the location of economic activities (e.g. agriculture, mining, manufacturing). 6.437 explain how distance to markets and transportation technology affect the location of various types of agriculture. 6.438 demonstrate the ways that transportation and communication technology decrease the impact of distance between places. 6.439 explain the differences between types of cultural and political regions (formal, functional, perceptual). 6.440 describe the advantages and disadvantages of different types of human and physical features used as boundaries between nations and cultures.	Students will be able to: 7.436 identify impacts of an economic activity on a region. 7.437 explain why industries locate in different parts of the world. 7.438 explain the causes and consequences of population growth in the world's largest metropolitan areas. 7.439 explain why the size and character of a region may change over time. 7.440 identify the causes of disputes between nations and cultures over their borders, and the types of possible solutions to border disputes.	Students will be able to: 8.438 identify factors that may lead to specialization of a world region in one type of economic activity. 8.439 explain how the changing location of economic activities and patterns of land use can be influenced by advances in technology. 8.440 explain why some cultures are culturally and economically connected while others are not. 8.441 explain how conflict and cooperation results in the division of the earth into political and cultural regions. 8.442 apply a knowledge of how regional boundaries are established to explain the past or present borders of a region.

HISTORY Standard One: Students will employ chronological concepts in analyzing historical phenomena.

End of Cluster Expectations

By the end of grade 8 students will be able to:

- examine historical materials relating to a particular region, society, or theme; analyze change over time, and make logical inferences concerning cause and effect.

The areas listed above will serve as the basis for Social Studies assessment items in the Delaware Student Testing Program.

Performance Indicators
Topic: Chronology

Grade Six	Grade Seven	Grade Eight
Students will be able to: 6.441 describe change in a given period of time using historical materials. 6.442 describe and support cause/effect relationships among selected events.	Students will be able to: 7.441 describe and support cause/effect relationships among selected events using historical materials. 7.442 identify patterns of change relating to regions, societies, and themes using historical materials.	Students will be able to: 8.443 analyze changes over time to regions, societies, and themes using historical materials. 8.444 describe and support cause/effect relationships within a region, society or theme using historical materials.

HISTORY Standard Two: Students will gather, examine, and analyze historical data.

End of Cluster Expectations

By the end of grade 8 students will be able to:

- master the basic research skills necessary to conduct an independent investigation of historical phenomena.
- examine historical documents, artifacts, and other materials, and analyze them in terms of credibility, as well as the purpose, perspective, or point of view for which they were constructed.

The areas listed above will serve as the basis for Social Studies assessment items in the Delaware Student Testing Program.

Performance Indicators
Topic: Analysis

Grade Six	Grade Seven	Grade Eight
Students will be able to: 6.442 identify strategies for finding historical materials. 6.443 distinguish between primary and secondary sources. 6.444 identify purpose, perspective, or point of view of given historical materials.	Students will be able to: 7.443 gather historical materials related to a specific theme. 7.444 evaluate purpose, perspective, or point of view of given historical materials.	Students will be able to: 8.445 design and implement strategies for locating historical materials on a specific topic. 8.446 judge the credibility of historical materials based on purpose, perspective, or point of view.

HISTORY Standard Three: Students will interpret historical data.

End of Cluster Expectations

By the end of grade 8 students will be able to:

- compare different historians' descriptions of the same societies in order to examine how the choice of questions and use of sources may affect their conclusions.

The areas listed above will serve as the basis for Social Studies assessment items in the Delaware Student Testing Program.

Performance Indicators
Topic: Interpretation

Grade Six	Grade Seven	Grade Eight
Students will be able to: 6.445 identify differences in several historians' descriptions of a society.	Students will be able to: 7.445 identify differences in several historians' descriptions of a society. 7.446 describe how the choice of questions and use of sources affects a historian's account.	Students will be able to: 8.447 conclude why several historians' descriptions of a society may differ.

HISTORY Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history.

End of Cluster Expectations

By the end of grade 8 students will be able to:

- develop an understanding of pre-industrial United States history and its connections to Delaware history, including:
  --Three worlds meet (Beginnings to 1620)
  --Colonization and Settlement (1585-1763)
  --Revolution and the New Nation (1754-1820s)
  --Expansion and Reform (1801-1861)
  --Civil War and Reconstruction (1850-1877)

- develop an understanding of ancient and medieval world history, and the continuing influence of major civilizations, including:
  --The beginnings of human society
  --Early civilizations and pastoral peoples (4,000-1,000 BC)
  --Classical traditions, major religions, and great empires (1,000 BC-300 AD)
  --Expanding zones of exchange and encounter (300-1000 AD)
  --Intensified hemispheric interactions (1,000-1,500 AD)

The areas listed above will serve as the basis for Social Studies assessment items in the Delaware Student Testing Program.

Performance Indicators
Topic: Content

Grade Six

Students will be able to:	Students will be able to:
6.446 identify major people and events from the beginning of human society to 300 A.D. 6.447 describe political, social, and cultural changes within a major civilization. 6.448 describe trade patterns within a major civilization.	**Beginnings of Human Society** Discuss the biological and cultural processes that gave rise to the earliest human communities, including the significance of: A. Early hominid development in Africa Describe the processes that led to the emergence of agricultural societies around the world, including the significance of: A. The establishment of settled communities and experimentation with agriculture **Early Civilizations and Pastoral People (4,000-1,000 BC)** Discuss the major characteristics of civilization and how civilizations emerged in Mesopotamia, Egypt, and the Indus Valley, including the significance of: A. How Mesopotamia, Egypt, and the Indus Valley became centers of dense population, urbanization, and cultural innovation for peoples of Southwest Asia and Egypt Describe how agrarian societies spread and new states emerged in the third and second millennia BC, including the significance of: A. The emergence of civilization in northern China

Performance Indicators (Cont'd)
Topic: Content

Grade Six	
	Students will be able to: Explain the political, social, and cultural consequences of population movements and militarization in Eurasia in the second millennium BC, including the significance of: **A.** How population movements from western and central Asia affected peoples of India, Southwest Asia, and the Mediterranean region **B.** The social and cultural effects that militarization and the emergence of new kingdoms had on peoples of Southwest Asia and Egypt **Classical Traditions, Major Religions, and Great Empires (1,000 BC-300 AD)** Discuss innovation and change from 1000-600 BC: horses, ships, iron, and monotheistic faith, including the significance of: A. How state-building, trade, and migrations led to increasingly complex interrelations among peoples of the Mediterranean basin and Southwest Asia B. The emergence of Judaism and the historical significance of the Hebrew kingdoms Explain the emergence of Aegean civilization and how interrelations developed among peoples of the eastern Mediterranean and Southwest Asia from 600 to 200 BC, including the significance of: A. The achievements and limitations of the democratic institutions that developed in Athens and other Aegean city-states B. Major cultural achievements of Greek civilization C. Alexander of Macedon's conquests and the interregional character of Hellenistic society and culture

Performance Indicators (Cont'd)
Topic: Content

Grade Six	
	Students will be able to: Describe how major religions and large-scale empires arose in the Mediterranean basin, China, and India between 500 BC and 300 AD, including the significance of: A. The unification of the Mediterranean basin under the Roman empire B. The emergence of Christianity in the context of the Roman empire C. The unification of China under the early imperial dynasties

Performance Indicators (Cont'd)
Topic: Content

Grade Seven	
Students will be able to: 7.447 identify major people and events from the beginning of human society to 300 A.D. to 1,500 AD. 7.448 describe political, social, and cultural changes across civilization. 7.449 describe zones of exchange and encounters between major civilizations. 7.450 identify intellectual and cultural antecedents (from world history prior to 1,500) of Western civilization.	Students will be able to: **Expanding Zones of Exchange and Encounter (300-1000 AD)** Describe the imperial crises and their aftermath, including the significance of: A. The decline of the Roman and Han empires B. The expansion of Christianity and Buddhism beyond the lands of their origin Explain the causes and consequences of the rise of Islamic civilization in the 7th - 10th centuries, including the significance of: A. The emergence of Islam and how Islam spread in Southwest Asia, North Africa, and Europe Discuss major developments in East Asia in the era of the Tang dynasty from 600 to 900 AD, including the significance of: A. Political and cultural expansion in Tang China Describe the search for political, social, and cultural redefinition in Europe from 500 to 1000 AD, including the significance of: A. The foundations of a new civilization in Western Christendom in the 500 years following the breakup of the western Roman empire

Performance Indicators (Cont'd)
Topic: Content

Grade Seven	
	Students will be able to: Describe state-building in Northeast and West Africa and the southward migrations of Bantu-speaking peoples. Discuss the rise of centers of civilization in Mesoamerica and Andean South America in the first millennium AD, including the significance of: A. The origins, expansion, and achievements of the Maya civilization **Intensified Hemispheric Interactions (1000-1500 AD)** Describe the interregional exchanges in communication, trade, and culture brought about by Chinese economic power and Islamic expansion, including the significance of: A. China's urbanization and commercial expansion between the 11th and 13th centuries B. The expansion of Islam brought about by pastoral migrations and religious reforms

Performance Indicators (Cont'd)
Topic: Content

Grade Eight	
Students will be able to: 8.448 identify and describe major people and events in American history to 1877, and assess their significance to the nation's development. 8.449 identify and explain the impact of major political, social, and economic trends In American history to 1877 and connections to Delaware history. 8.450 identify and describe major technological advances in American history to 1877, and assess their significance to the nation's development.	Students will be able to: **Three Worlds Meet (1450 to 1620)** Analyze the impact of the first encounters between the three cultures, including the significance of: A. "Columbian" or Intercontinental Exchange – animals (horses, cattle, pigs), diseases (smallpox, measles, influenza), crops (tobacco, cotton, corn, potatoes, wheat, sugar), peoples (European settlers, enslaved Africans) B. Spanish conquest of the Caribbean, Central and South America – Hispaniola, Hernan Cortes, Francisco Pisarro, Bartholomeo de Las Casas C. Establishment of the first colonies in North America – St. Augustine, Roanoke Island, Jamestown, Quebec D. European objectives in exploration and colonization – discovering routes to Asia; gold and other precious metals, furs, and fish; spreading their religion Colonization and Settlement (1585-1763) Discuss the progress of European settlements in North America, including the significance of: A. Virginia – Massacre of 1622, House of Burgesses, Bacon's Rebellion, tobacco cultivation B. New England – Pilgrims and Puritans, Salem Witch Trials, King Philip's War, Dominion of New England C. Pennsylvania – William Penn, Society of Friends D. New York – New Netherlands, Leisler's Rebellion E. Delaware – Fort Christiana, New Sweden F. Southern Colonies – Establishment of South Carolina and Georgia; sugar, rice, and cotton cultivation

Performance Indicators (Cont'd)
Topic: Content

Grade Eight	
	Students will be able to: G. New France - Robert Sieur de La Salle; fur trade; Jesuit missions H. New Spain - St Augustine, Santa Fe, San Antonio I. Caribbean Islands - Barbados, sugar cultivation Understand the role of English colonies within the structure of the British Empire, including the significance of: A. Mercantilism B. Royal Governors and colonial assemblies C. Navigation Acts Describe pre-existing Native American societies and their interactions with Europeans and Africans, including the importance of: A. League of the Iroquois B. Lenni Lenape (Delaware Indians) C. Powhatan Confederacy D. Cherokees E. Shawnee F. Nanticoke Indians Analyze the origins of the Atlantic Slave Trade and the development of slavery, and the creation of an African-American culture, including the significance of: A. Triangle trade - Middle passage, barraccoons B. Continual need for labor in plantation agriculture - task system; drivers and overseers

Performance Indicators (Cont'd)
Topic: Content

Grade Eight	
	Students will be able to: C. African resistance to slavery – suicides, fugitives (maroons), New York City uprising (1712), Stono Rebellion (1732) D. African-American culture – language (Gullah, naming practices), burial traditions (circle dance); cuisine (gumbo, jambalaya); craft work (architecture, ironwork) Examine the distinctive social and cultural features of colonial life, including the significance of: A. Religion – dissenters, Roger Williams, Great Awakening, Jonathan Edwards, Quakers, Baptists, Church of England B. Role of women – "deputy husbands", midwives, Anne Hutchinson, Eliza Pinckney C. Population and immigration patterns – explosive population growth in 1700's, non-English immigration D. Settlement patterns – New England towns, farms and villages, plantations E. Work and social class – Indentured servants, artisans, farmers, merchants **Revolution and the New Nation (1754-1820s)** Discuss the major causes of the American Revolution, including the significance of: A. British legislation – Navigation Acts, Sugar Act B. Colonial protests and resistance – Stamp Act Congress, Virginia Resolves, Boston Tea Party, Boston Massacre C. Major colonial leaders – Benjamin Franklin, Patrick Henry, Samuel Adams

Performance Indicators (Cont'd)
Topic: Content

Grade Eight	
	Students will be able to: Explain the general course of the American Revolution and its impact on American society, including the importance of: A. Military campaigns – Bunker Hill, Saratoga, Valley Forge, Yorktown B. Creation of the United States – Declaration of Independence, Articles of Confederation, Continental Congress C. Major national and state leaders – George Washington, Thomas Jefferson, John Adams, John Dickinson, Caesar Rodney Analyze the creation and impact of the United States Constitution, including the significance of: A. Constitutional Convention – New Jersey and Virginia plans, Federal compromise B. Organization of the United States government – Branches of government (executive, legislative, judicial), checks and balances, provisions for ratification and amendment C. Ratification process – Federalists and Anti-Federalists, The Federalist Papers, Alexander Hamilton, Delaware's ratification of the Constitution D. Bill of Rights – James Madison Discuss the major events and personalities in American politics during the period, including the significance of: A. Establishment of national power – National Bank, taxes and tariffs, Alien and Sedition Acts B. Resistance to centralized authority – Whiskey Rebellion, Virginia and Kentucky Resolves, Hartford Convention

Performance Indicators (Cont'd)
Topic: Content

Grade Eight	
	Students will be able to: C. Expansion of the United States – Northwest Territory, Louisiana Purchase, Louis and Clark and Sacagawea, National Road D. War of 1812 – impressments, invasion of Canada, burning of Washington DC, Battle of New Orleans E. Era of Good Feelings – James Monroe, Second Bank of the United States Examine changes in technology, society, and culture during the period, including the significance of: A. The cotton gin and changes in the Southern economy and African slavery – Gabriel Prosser's Plot B. Indian resistance to the westward movement – Shawnees, Fallen Timbers, Tecumseh, Tippecanoe C. Birth of American literature – Thomas Paine, Noah Webster, Mercy Otis Warren, Parson Weems **Expansion and Reform (1801-1861)** Assess the increasingly bitter sectional arguments over slavery, including the significance of: A. Missouri Compromise – Henry Clay B. Abolitionism – Frederick Douglass, William L. Garrison C. Underground Railroad – Harriet Tubman, Thomas Garrett D. Slave resistance and rebellion – Denmark Vesey, Nat Turner

Performance Indicators (Cont'd)
Topic: Content

Grade Eight	
	Students will be able to: Explain the impact of technological advances on the rapid economic and territorial development of the United States, including the significance of: A. Telegraphy B. Photography C. Railroads D. Magazines and newspapers - Horace Greeley E. Factory system - Lowell Mill girls F. Canals and river transportation - Erie Canal, Robert Fulton Discuss major people, trends, and events which shaped the political landscape of the period, including the significance of: A. Women's Movement - Elizabeth Cady Stanton, Sojourner Truth B. Rise of the Democratic Party - Andrew Jackson C. Nullification Crisis - John C. Calhoun D. Indian removal - Trail of Tears E. Compromise of 1850 Describe the continuing migration of American settlers into the western territories, including the significance of: A. Louisiana Purchase - Louis and Clark B. Oregon Territory C. Plains Indian cultures - Apache, Navajo, Sioux D. The Alamo and Texas independence E. Mexican War

Performance Indicators (Cont'd)
Topic: Content

Grade Eight	
	Students will be able to: Discuss important people and developments in American culture, including the significance of: A. Fiction and literature – Washington Irving, Hermann Melville, James Fennimore Cooper, Mark Twain B. Philosophy – Ralph Waldo Emerson, Henry David Thoreau C. Art – John James Audubon, George Catlin D. Religion – Second Great Awakening, Charles G. Finney **Civil War and Reconstruction (1850-1877)** Explain the growing controversy over the expansion of African slavery into western territories, including the significance of: A. Fugitive slave laws B. Dredd Scott decision C. Harriet Beecher Stowe and Uncle Tom's Cabin D. John Brown and "Bleeding Kansas" E. Popular sovereignty (Kansas-Nebraska Act) Describe the election of 1860 and the secession crisis of 1861, relating them to previous trends and later events, including the significance of: A. Growth of the Republican Party B. Lincoln-Douglas debates C. Fort Sumter

Performance Indicators (Cont'd)
Topic: Content

Grade Eight	
	Students will be able to: Explain the importance of major events and people during the Civil War, including: A. Abraham Lincoln B. Emancipation Proclamation C. Battles of Gettysburg, Vicksburg, and Appomattox D. Conscription E. African-American soldiers (54th Massachusetts) F. Ulysses S. Grant Discuss the major challenges of the Reconstruction era, including the significance of: A. Civic rights amendments to the Constitution (13th, 14th, 15th) B. Freedman's Bureau C. Ku Klux Klan D. Black Codes E. Impeachment of Andrew Johnson F. Compromise of 1877 Describe the events and conflicts arising from the continuing westward migration of settlers,including the significance of: A. Homestead Act B. Plains Indian Wars – Geronimo, Little Big Horn C. Reservation system D. Continental railroad

Performance Indicators (Cont'd)
Topic: Content

Grade Eight	
	Students will be able to: Discuss the early impact of capital, industry, and urbanization on American life and politics, including the significance of: A. Tammany Hall B. Credit Mobilier scandal C. Knights of Labor

GLOSSARY OF TERMS

Social Studies Performance Indicators Grades 6-8

A

Artifact - an object made or used by man that is of archaeological or historic interest (e.g., tools, weapons, ceramics, pieces of furniture, etc.)

B

Barter - the direct exchange of goods and services without the use of money.

C

Capital - the equipment, buildings, tools, and manufactured goods that are used in the production of goods and services. (i.e., a machine, a computer, a cookie cutter).

Civil Rights – the category of rights which protects the social and political interests of individual citizens (e.g., freedom of speech, freedom of assembly).

Climagraph - a graph that combines average monthly temperature and precipitation data for a particular place.

Climate - how weather conditions vary over a long period of time.

Command Economy – an economic system where production and distribution decisions are made largely by a central authority, such as a feudal lord, or a government planning agency.

Competition - a marketplace situation in which no single seller is important enough to have any appreciable influence over price where the seller is a price taker.

Connections - linkages between places. These may be actual forms of transportation such as road, rail, or air, or the people, goods, information, or ideas that flow between places.

Consumers - people who buy or use up goods and services.

Currency - the bills and coins that we use today.

D

Demand - the quantities of a good or service that buyers are willing and able to purchase per time period at alternative prices.

Division of Labor - the process whereby workers perform only a single or a very few steps of a major production task (as when working on an assembly line).

Due Process - the requirement that the actions of government be conducted according to the rule of law.

E

Economic Specialization – refers to the specialization in the production and distribution of goods and services. Specialization occurs when an economic unit produces a narrower range of goods and services than it consumes. Specialization increases productivity, but it also requires trade and increases interdependence.

Glossary of Terms
(continued)

Economics - the study of how scarce resources are used to satisfy human wants.

Economic System - The way a society organizes the production, consumption and distribution of goods and services.

Entrepreneur - an individual who recognizes an opportunity that others have overlooked and has the insight to act upon it. In so doing, the entrepreneur obtains factors of production and combines them into products for the marketplace.

G

Geo-graphics - various forms of media that convey the location of places or information, typically maps, aerial photos, satellite images, and graphs.

Goods - things that satisfy people's wants.

H

Human resources - (also called labor) represent the quantity and quality of human effort directed toward producing goods and services. The health, strength, education and skills of people.

I

Interdependence - a situation in which decisions or events in one part of the world or in one sector of the economy affect decisions and events in other parts of the world and other sectors of the economy.

International Trade - exchange of goods and services among individuals and businesses in different countries.

M

Macroeconomics - the study of the national economy and the global economy, the way that economic aggregates grow and fluctuate, and the effects of government actions on them.

Market - any arrangement that enables buyers and sellers to get information and to do business with each other.

Market Economy – an economic system of decentralized decision making in which individuals and business firms, in their various capacities as consumers, producers, workers, savers, and investors, participate in the market through decisions that are reflected in the supply and demand for various goods and services.

Mental Map - a map which represents the mental image a person has of any area, including knowledge of features and spatial relationships as well as the individual's perceptions and attitudes regarding a place.

Mental Mapping - creating a map of an area, together with its features and spatial relationships, from memory.

Microeconomics - the study of the decisions of people and businesses, the interactions of those decisions in markets, and the effects of government regulation and taxes on the prices and quantities of goods and services.

Mixed Economy – no recent real-world economy or economic system is or has been a pure form of traditional, command, or decentralized market economy. Every existing economy uses a different "mix" of allocating mechanisms to respond to the basic economic decisions, and each has somewhat different institutions,

controlling values, and motivating forces at work that affect the operation of the economy.

Money - anything that is generally accepted as final payment for goods or services, and thus serves as a **medium of exchange**. Money also serves as a unit of account or **standard of value** that allows us to compare the economic value of different goods or services, and as a **store of value** over time which means it retains its buying power.

N

Natural Environment - physical features of the earth, derived from conditions of the atmosphere and lithosphere.

O

Opportunity Cost - used synonymously with economic cost; the best alternative use forgone when resources are employed for an item or activity, or the highest valued alternative that must be forgone because another option is chosen.

P

Population Tables - graphical presentation of population statistics.

Primary Resource Materials - original documents created during a particular time period (e.g., deeds, wills, diaries, historic maps and photographs, etc.)

Privileges - any of the rights common to all citizens under a modern constitutional government.

Producers - the people who make goods and provide services.

Productive Resources - (also called factors of production) all of the resources that go into making a good or providing a service.

Productivity - the ratios of output (goods and services) produced per unit of input (factors of production) over some period of time.

Property Rights – the category of rights which protects the economic interests of individual citizens (e.g., law of contracts, search and seizure).

R

Region - an area of the earth's surface that contains some common human or physical characteristics that give it a measure of homogeneity and make it different from surrounding areas.

Resources - any element in the environment; economists usually use the term to refer to productive resources such as land, labor, capital and entrepreneurship.

Responsibility - the duty or obligation to do something or not to do something.

Rights - that which is due to anyone by just claim, legal guarantees, moral principles.

S

Savings - income received that is not spent on consumption.

Scarcity - a situation in which wants exceed resources available to satisfy those wants.

Secondary Resource Materials - general articles, publications, or computer-generated references (e.g., books, encyclopedias, periodicals, and newspapers, etc.)

Services - activities that can satisfy people's wants.

Specialization - the situation in which people produce a narrower range of goods and services than they consume; applied to workers, the concept refers to a person's occupation and the special training it requires.

Supply - a schedule of how much producers are willing and able to produce and sell at all possible prices during some time period.

T

Thematic Map - a map representing a specific spatial distribution, theme, or topic (e.g., population density, cattle production, or climates of the world).

Traditional Economy – an economic system where production and distribution decisions are largely determined by custom or how decisions were made at an earlier time or by an earlier generation.

W

Want - an expressed desire for a good or service. The discipline of economics does not distinguish between wants and needs; all wants are considered equally valid, because wants for one individual may be needs for another.

Weather - day-to-day changes in atmospheric conditions.